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THE CLASSICAL WEEKLY

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In the first number of the current volume, 8.1, a suggestion was made whereby, it was believed, definite work might be done by the members of The Classical Association of the Atlantic States, individually, in the cause of the Classics. Elsewhere in the present issue is printed a programme of the work actually done by the Classical Club of the Syracuse Central High School. In this record of achievement others may find at once clear proof that much can be done for the Classics, inspiration to attempt something definite in their behalf, and concrete suggestions of ways of doing that something.

There is work to be done also by Classical Departments in the Colleges and the Universities. In *THE CLASSICAL WEEKLY* 3.73 attention was called to a pamphlet issued in September, 1908, by Charles Mills Gayley and William A. Merrill, professors respectively of English and Latin in the University of California, to the teachers of English and Latin in the Secondary Schools of California; extracts from the circular were given. The Latin Department of the University of California has kept in close touch with the Latin teachers of the Secondary Schools of that state, and has been deeply interested in the introduction of Latin in the upper grades of the Grammar Schools in California, a matter of which Professor Nutting wrote in *THE CLASSICAL WEEKLY* 7.154-157. In May last the Department addressed to teachers of Latin in the Schools of the state a circular, from which we quote some paragraphs of general applicability:

At this time when so many forces are combining to drive some of the culture studies out of the High School course, it is specially desirable that teachers of Latin should come into closer touch with one another, with a view to mutual help and co-operation in the work of maintaining and strengthening the position of Latin in the schools.

Teachers who find it impossible to attend meetings of Classical Associations at central points very often may derive much help from subscribing to one of the journals devoted to the interests of Latin and Greek in the Schools. Such periodicals are: (1) *The Classical Weekly* (\$1.00 per year); and (2) *The Classical Journal*, published monthly by the University of Chicago Press (\$1.50 per year). In order to meet successfully the attacks that are often made upon the subject of Latin, it is very desirable that the School library should contain some such work as Professor Kelsey's notable volume on Latin and Greek in American Education (published by Macmillan, N. Y.). Many doubters may be convinced by Miss Sabin's exhibit, edited under the title *The Relation of Latin to Practical Life*.

Attention is invited also to the fact that all undergraduate students at the University are eligible to enter the yearly competition for the George Morey Richardson prize awarded for excellence in Latin composition. This is a cash prize, amounting to seventy-five dollars.

Teachers of the classics will be interested also in the result of the examination in "Subject B" recently held at the University. This examination tests the student's power to read at sight a reasonably difficult passage in some one foreign language, and is required of all candidates for the Junior Certificate. Of all the students who took this examination, about seventeen per cent. were disqualified for the faultiness of the English used in writing out their translation; but of the candidates who chose Latin as the language in which they would be tested, not one was disqualified for the use of poor English.

The members of the University Latin Department are heartily interested in the problem of Latin in the schools, and teachers who desire help or information are very cordially invited to communicate with members of the staff. In case no one of the instructors is personally known to a teacher, any inquiry directed to the Secretary of the Latin Department, University of California, will receive prompt attention.

In the same month, representatives of the four Colleges in Maine—Bates College, Bowdoin College, Colby College, and the University of Maine—addressed a circular to the Schools in Maine, in the interests of Greek. Parts of the circular follow:

The Committee appointed by the Department of the Classics of the Maine Teachers' Association to report on the question of Greek in the Maine schools has made a careful investigation of the subject. It desires to secure your co-operation along the following lines:

I. In the schools where Greek is still taught, it is earnestly hoped that every effort will be made by the school authorities to retain that study. For boys and girls who are of scholarly habits and who are interested in literature, Greek, it is firmly believed, is still essential; and undoubtedly the greatest benefits from the study of Greek come if it is begun in school when a language may be acquired at the most favorable age. Although interest in Greek has of late years declined, no one can yet affirm that it is to disappear definitely from our schools. Indeed there are some signs that a reaction has already set in. For example, the University of Rochester, which up to this year has admitted Greek and Latin only in the Arts Course, has required the modern languages in the Science Course and has made it impossible for a student of Latin to enter the Engineering Course, will in its new catalogue express an emphatic preference for the Classics as a preparation for the Arts Course, state that any combination of languages admitting to the Arts Course will admit to the Science Course and suggest that the five language units recommended for the Engineering Course consist

of three years of Latin and two of Greek. The University of Michigan will in its approaching catalogue express a preference for the full classical course as a preparation for the Engineering Course. Nor is there any indication that other colleges and universities which now emphasize the value of Greek will abandon that position. Recently it has been stated that the best scholars at Princeton University are those who have pursued Greek, and this is the case in many other institutions. There is then every reason for those schools which still teach Greek to continue that service to scholarship and to sound learning.

II. The four Maine colleges have agreed, through their Greek departments, to make every effort to adjust their courses in Greek to actual conditions. They will increase the efficiency of the elementary courses: they will make provision for students who have had one or two years of Greek in the schools to continue that study without difficulty; in every way in their power they will encourage students who will profit by the study of Greek to begin that subject in college. In this they ask the co-operation of the Principals. There are each year boys and girls coming from our Maine schools to college who should have training in Greek. Principals could render a distinct service to scholarship by informing such students of the opportunities of which they may avail themselves. Undoubtedly some boys and girls would not only be benefited by the study of Greek, but would in later life be positively handicapped without it. Students of language, teachers of English, and all those who are more than commonly interested in literature and in writing have testified again and again to the value of the discipline and the culture that comes from the study of Greek.

III. It is not so widely known as it should be that the classical departments in all our Maine colleges offer instruction in matters pertaining to Greek life, thought, art and literature, in courses where a knowledge of the language is not required. Although no one can fully appreciate the Hellenic spirit unless he studies it as it is expressed in the original Greek, these general courses are nevertheless of great value; and students in our schools should be informed of the opportunities to continue their study of the ancient world along these lines.

IV. The college members of the committee will be glad, on the request of Principals, to give addresses before schools or Latin or Greek classes, on the benefits of the study of the Classics and of Greek in particular, and of the opportunities for such study in our Maine colleges.

One thing the Classical Departments of all Colleges and Universities should do is to resist to the utmost any effort to diminish the part played by Greek and more especially that played by Latin in their several curricula. This applies particularly to the Colleges and the Universities of the East, precisely because what they do has such influence on the action of the Colleges and the Universities of the West. For all their boasted independence the State Universities have both eyes at all times on the great Universities of the East; they are eager after all not to be too far removed from them, particularly in the things that pertain to 'culture'.

C. K.

SCHOOL EDITIONS OF THE CLASSICS

At the Eighth Annual Meeting of The Classical Association of the Atlantic States, held at Barnard College, April 17-18 last, members and visitors were invited by the programmes, distributed several weeks in advance, to discuss the question, The Proper Contents of Editions of Latin Authors, under six heads as follows:

- (1) To what extent should words and phrases be translated?
- (2) Should references to Greek literature appear?
- (3) What references to Latin authors should appear?
- (4) How much attention should be paid to etymologies?
- (5) How much attention should be paid to literary criticism and modern parallels?
- (6) What illustrative material (maps, pictures, etc.) should be employed?

Certain principles or distinctions are involved in each of the six subdivisions of the question, which the writer feels able to set forth now more clearly than he could have done orally in limited time. Some of them, as it happened, were brought out in the discussion; some were not.

(1) Translations in the Notes by editors of words and phrases in the text proceed from one of three motives: (a) the words appear in an unusual significance which is not sufficiently explained in the Vocabulary or the Dictionary; (b) the editor finds translation a short-cut for explaining the construction of words in the passage (in this case his translation is often preceded by 'lit. '); (c) the editor believes that the student will understand the meaning of the passage, but that he will not be able to express it with sufficient propriety and elegance in the vernacular. The first may be a legitimate reason for translation, provided it is not in the power of the editor to put the explanation in the Vocabulary (where it properly belongs), and provided the significance is truly unusual and not easily deduced from the ordinary meaning of the word. There is, however, great danger that this will be confused with motive (c). (b) and (c) are not legitimate reasons for indulging in translation. Construction can be explained as such, and it must be so treated if it is to hold place on the crest of the wave of attention of the pupil, or make any impression¹. Proof of this assertion is found in the familiar experience that the indirect method, 'literal translation', usually fails of its mark—in cold print; it is different on the living lips of the teacher (for reasons which it would take us too far afield here to explain). Secondly, the editor's duty is done when he has provided the material which will enable the pupil to understand the meaning of the Latin passage; if the teacher is not a wholly superfluous adornment in the class-room, one of his functions is to help the pupil to find an elegant expression in the vernacular

¹ The condition is not otherwise than in this: that one may tell a child a hundred times that two and two make four, and he is none the wiser; but give him two blocks and two blocks until he discovers for himself that he has four blocks, and the fact is etched upon his brain for life.